

ANXIETY OF SPEAKING ENGLISH IN ENGLISH FOREIGN LANGUAGE (EFL) CLASS

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Abstract

This study aims to investigate the classification level of speaking anxiety, the factors of student's anxiety in speaking class and the impacts of anxiety in students speaking performance. This study employed case study design. The subjects of the study were the first semester of EFL students in STKIP Muhammadiyah Pringsewu Lampung consisted of 45 students. There were two types of data, i.e. qualitative data and quantitative data. The result of the research showed that EFL students generally were anxious in speaking English. 39 students have high anxiety, the factors of students anxiety includes three aspects such as communication apprehension, test anxiety, and fear of negative evaluation. Consequently, it affects students speaking performance.

Keywords: *Anxiety, performance, speaking.*

I. INTRODUCTION

English had an important role in the many cases, it can be used in all world activities, such as conferences, sport events and world trade, business, and daily life communication. Speaking is kind of productive skill that has an important role in communication. Students can enhance their English input through speaking. Speaking is the way to communicate with other people by conveying the ideas, feeling, create and build the information. Speaking English also becomes the important because it is very helpful for facing the globalization era. However for foreign language learners, speaking English is not easy to be practiced. Students go through many processes and kinds of learning in the target language. Along these processes, the students are faced by the internal and external factors that follow the positive and negative impact toward the process of learning English. One of the factors is the feeling of anxiety which sometimes may arise in response to a particular situation or event which can be considered to be a major character. As Papamihel (2002) stated that anxiety can be related to threats to self-efficacy and appraisal of situations as threatening. It means that language anxiety can start as transitory episodes of fear in a situation in which the student has to perform in the target language, at this time anxiety is simply a passing state. It means the circumstances of the environment can affect the student's speaking performance.

English teachers found that their students get some difficulties in learning speaking skill. The teachers have faced this situation almost in all of English class. It is against this backdrop, teaching spoken language is deemed as a rather demanding task for teachers to achieve as compared to the other aspects of language teaching, and for learners, speaking is a highly anxiety provoking situation. Despite it is significant impact on language learning, English teachers have failed to identify students' suffering from anxiety in speaking. There are many causes that make students anxiety and uncomfortable when they

communicate in English. In general, anxiety can be defined as a complex concept dependent upon not only on one's feelings of self efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations.

In this research, the researcher analyzed the problem that found in the situation field. The researcher collected data by observing students anxiety in speaking performance, why they get anxiety situation when they speak English. Once language anxiety has evolved into a lasting trait, it has pervasive effects on language learning and performance. Thus, it is necessary to investigate and study the influence of anxiety in the language learning to ensure students acquire language with minimum difficulties. In the context of this study, Indonesian learners learning English at the STKIP Muhammadiyah Pringsewu Lampung (STKIP MPL) are required to pass their English language task. However, observation has shown that the learners face difficulties in the English classroom. They show lack of motivation and participation in class activities. Among the reasons given by the majority of Indonesian learners are lack of confidence and the difficulties of the English language itself.

Actually there are some factors that cause students' anxiety. The components of foreign language anxiety have been identified to narrow down this concept into researchable issues: (1) communication apprehension or anxiety. (2) Test anxiety. (3) Fear of negative evaluation (Horwitz, et. al, 1986). The consolidation of these factors thus leads to the creation of anxiety in language learners.

Several studies have investigated the issue of foreign language anxiety in speaking performance. Firstly study conducted by Riffat-un-Nisa Awan, et al (2010) entitled "An Investigation of Foreign Language Classroom Anxiety and Its Relationship with Students' Achievement (A case study in university of Sargodha). The finding shows that language anxiety and achievement are negatively related to each other. It is also found that female students are less

anxious in learning English as a foreign language than male students. Speaking in front of others is rated as the biggest cause of anxiety followed by worries about grammatical mistakes, pronunciation and being unable to talk spontaneously. It means the students speaking anxiety are caused by many factors, such as fear of making mistakes, lack in vocabulary, and lack in pronunciation. It has correlation to affect each other in speaking English.

Other studies also conducted in Thai EFL Classroom, Mohd Fadhli Shah Khaidzir (2015) investigated foreign language anxiety in Thai students. The result shows that despite having learnt Bahasa Melayu as their second language, majority of the students still experienced some levels of language anxiety. The findings indicate a natural response that is these students experienced some levels of foreign language anxiety symptoms every time they learn a new foreign language. Nevertheless, the students were able to overcome their anxiety through various strategies.

The previous studies shows that there were various factors that make students anxiety in speaking English, as follows related to the gender, fear of making mistakes, lack in vocabulary, and lack in pronunciation. Therefore, this study aimed to investigate the classification of level anxiety, what the factors were made students anxieties in speaking class and what the impacts of anxiety in student speaking performance.

II. RESEARCH METHODS

The design of this study was case study design in form of descriptive qualitative research about analysis on students' anxiety in speaking class at the first semesters' students of STKIP Muhammadiyah Pringsewu Lampung. There were 45 students in the first semester that became the participants on this research. The participants consisted of 39 female and 6 male. Then in collecting the data the researcher used observation, questionnaires, interview, and

recording. The data was analysed using data ‘triangulation’ which retrieve data from a number of different sources to form one body of data. Then, the data analysis was continued by adopting Creswell (2017): organize and prepare the data for analysis; read through all the data; begin detailed analysis with a coding process; use the coding process to generate a description of the setting or people as well as categories or themes for analysis; advance how the description and themes will be represented in the qualitative narrative; and interpretation or meaning of the data.

III. FINDING AND DISCUSSION

Finding

The data was taken from first semester of English program in STKIP Muhammadiyah Pringsewu. Researcher conducted this research used four meetings in first semester. In this research, the researcher was conducted case study design to classify student’s speaking anxiety, what factors make students anxious while speaking English in class, and how the impact of anxiety in students speaking performance. In this research, student’s speaking anxiety became the main issue. The first step identified the problem in EFL class then gives the FLCAS questionnaire. The second step was interviewing each student. The third step recorded the students’ answer in interview session. The fourth step was recording the students performance in English class.

Level of Student’s Speaking Anxiety

FLCAS questionnaire was used to categorize the students into two types. The first type was the students who had high anxiety and the second was the students who had low anxiety. It was also used to know the aspects of anxiety correlating the most to the students’ anxiety in speaking English. It was a questionnaire which was provided the answer of the question and the researcher gave 30 minutes to finish the questionnaire. In short, the students as the sample

only had to choose the suitable answer according to them in the answer sheet. The researcher uses FLCAS questionnaire in the form of likert scale adapted from Horwitz with five degrees option; strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The scale ranged in this questionnaire from 1 to 5. The researcher gave score 5 for those who chose strongly agree. If the students chose agree, it gave score 4. While score 3 for those who chose neither agree nor disagree. Score 2 gave if students chose disagree and score 1 gave for the students who chose strongly disagree. The data was calculated manually. The last score was taken from the total answers of questionnaire given by the researcher. Hence, the high and low score showed the anxiety range. If the negative items were higher than positive items, it showed low anxiety. Meanwhile when positive items were higher than negative items, it showed high anxiety. From the questionnaire result, researcher found that there were 39 students that show high anxiety; moreover there were 6 students showed low anxiety. Then it can be concluded that the amount of high anxiety was bigger than low anxiety.

In other side, researcher also has the form of specific anxiety sign that adapted by Young (1991, p. 430) and Bailey (1983), the results as follows:

Participant	Anxiety sign	Criteria
S1, S20	Laughed nervously	Express their worried by giving smile and touch a head.
S3, S7, S8, S11, S14, S15, S17, S19, S21, S23, S25, S27, S31, S38, S39, S44, S45	Fidgeted	Keep moving their body, hands, and feet because feel nervous to speak in front of the class.
S40, S41	Sighed	Take and then let out a long deep breath to show uncomforted feeling or tired in front of the audience.
	Fidgeted	Keep moving their body, hands, and feet because feel nervous to speak in front of the class.
S5, S6, S10, S12, S18, S24, S30, S33, S34, S35	Fidgeted	Keep moving their body, hands, and feet because feel nervous to speak in front of the class.

	Laughed nervously	Express their worried by giving smile and touch a head.
S36, S42	Freezing up	When call to perform and unfortunately forget what will they say then just silent.
	Fidgeted	Keep moving their body, hands, and feet because feel nervous to speak in front of the class.
S29, S43	Distortion of sound	Inability to produce the intonation and rhythm of language.
	Fidgeted	Keep moving their body, hands, and feet because feel nervous to speak in front of the class.
S9	Freezing up	When call to perform and unfortunately forget what will they say then just silent.
	Fidgeted	Keep moving their body, hands, and feet because feel nervous to speak in front of the class.
	Laughed nervously	Express their worried by giving smile and touch a head.
S4, S16	Distortion of sound	Inability to produce the intonation and rhythm of language.
	Freezing up	When call to perform and unfortunately forget what will they say then just silent.
	Fidgeted	Keep moving their body, hands, and feet because feel nervous to speak in front of the class.
	Laughed nervously	Express their worried by giving smile and touch a head.
S2, S13, S22, S26, S28, S32, S37	No anxiety sign	When speaking in front of the class they felt comfort and enjoy.

From the analyzing above almost thirty eight students felt anxious when speak in English. Almost all students that faced anxiety show fidgeted sign in their speaking performance. There were some factors that contribute students speaking anxiety, such as communication apprehension, test anxiety, and fear of negative evaluation.

a. The Factors of Student's Speaking Anxiety

1. Communication apprehension

From the result of interview S5, S6, S8, S9, S10, S12, S17, S18, S19, S22, S23, S25, S26, S28, S30, S31, S36, S39, S40, S41, S43, and S44,

researcher found that the students had problem in speaking English. When interview asked about anxiety's feeling while speaking English, the students answered "anxious" because the students did not mastering communication apprehension. When interview asked problem in factors that make anxiety, the students answered there were lack of knowledge in English, less of vocabulary and grammar, mispronunciation, shy, heart pounding, and feel nervous. Then, when interview asked how to handle the anxiety, the students were handled it by move the body, smiling, take a breath, no eye contact with audiences. Thus, can be concluded that lack of knowledge in English, less of vocabulary and grammar, mispronunciation, shy, heart pounding, and feel nervous were the factors that made them anxiety while speaking English.

From the result above the S5, S6, S8, S9, S10, S12, S17, S18, S19, S22, S23, S25, S26, S28, S30, S31, S36, S39, S40, S41, S43, and S44 included in lack of communication apprehension of foreign language anxiety.

2. Test Anxiety

From the result of interview S21 and S35, researcher found that the students had problem in speaking English. When interview asked about anxiety's feeling while speaking English, the students answered "no anxiety". When interview asked problem in factors that make anxiety, the students answered there were lack of knowledge in English. Then, when interview asked how to handle the anxiety, the students were no eye contact with audiences and enjoy. Meanwhile, when interview asked speaking English in front of the class without preparation, the students felt heart pounding and nervous. It means that the students faced test of anxiety. Thus, can be concluded that lack of knowledge in English were the factor that made the students anxiety while speaking English. From the

result above the S21 and S35 included in lack of test anxiety of foreign language anxiety.

3. Fear of negative evaluation

From the result of interview S3, S4, S5, S6, S10, S13, S20, S22, S27, S31, S39, and S43, researcher found that the students had problem in speaking English. When interview asked about anxiety's feeling while speaking English, almost of the students answered "anxious". When interview asked if the teacher give the negative evaluation, the students answered "fear". Fear of negative evaluation was the factors that made the students anxiety while speaking English. The students fear if the teacher conveys their lack in English. Meanwhile some students that felt fear of negative evaluation also had the problem in communication apprehension. Thus, can be concluded that S5, S6, S10, S22, S31, S43 faced two factors of foreign language anxiety. There were communication apprehension and fear of negative evaluation.

b. The Impact of Anxiety In Students Speaking Performance

Beside the factors that make students anxious while speaking English, there were some impact that contributed students speaking performance regarding the interview, as follows.

1. Communication apprehension

Analysis of Communication Apprehension affected students Foreign Language Anxiety

Participants	Communication Apprehension affected students Foreign Language Anxiety
S7	Shyness
S9	Embarrassed and little inferior by others
S16	Push to change
S21	Feel blank
S23	Motivate themselves

S24	Less concentration and blank did not know what will say
S28	How to speak English well
S30	Shyness
S44	Confuse
S45	Massed in speaking English

The result of the data analysis showed that S7, S9, S16, S21, S23, S24, S28, S30, S44, and S45 had anxious feeling that affected the students speaking performance. The common effects that appear in the students speaking performance were under pressure if the students have to communicate with others. In communication apprehension the effect that appear close to their feeling when the students faced anxiety. Thus, under pressure was the main effect that affected their speaking performance.

2. Test anxiety

Analysis of Test Anxiety affected students Foreign Language Anxiety

3.

Participant	Test Anxiety affected students Foreign Language Anxiety
S1	Dazed and trembling
S8	Trembling and sweating
S11	Sweaty palm
S12	Trembling
S14	Sweating
S17	Trembling
S19	Trembling
S25	Wrought up
S35	Heart pounding
S40	Trembling
S41	Sweating
S42	Trembling

The result of the data analysis showed that S1, S8, S11, S12, S14, S17, S19, S25, S35, S40, S41, and S42 had anxious feeling that affected the students speaking performance. The common effects that appear in the students speaking performance

were sweating and trembling if the students have to speak English in front of the class without preparation and those effects included in test anxiety. It means that test anxiety is related to someone's fear of test taking situation. In test anxiety, the effect those appear close to their physical reaction when the students faced anxiety. Thus, sweating and trembling was the main effect that affected the students speaking performance.

3. Fear of negative evaluation

Analysis of Fear of Negative Evaluation affected students Foreign Language Anxiety

Participant	Fear of Negative Evaluation affected students Foreign Language Anxiety
S3	Dazed
S4	Shyness
S5	Stay confidence
S6	Uncontrolled words
S10	Dazed
S13	Heart pounding
S18	Dazed and stammer
S20	Stammer
S22	Anxious and trembling
S27	Fear
S31	Heart pounding
S39	Confuse what will do
S43	Fear

The result of the data analysis showed that S3, S4, S5, S6, S10, S13, S18, S20, S22, S27, S31, S39, and S43 had anxious feeling that affected the students speaking performance. The students were fear of negative evaluation whether gave by teacher or their peers in the class. When the interview asked about fear of negative evaluation, the students answered "fear" and it was affected their speaking performance. There were various effect that appear such as fear, shyness, confuse, trembling, heart pounding, stammer, etc. Fear of negative evaluation gave both of effect whether under pressure feeling or physical sign of anxiety. This is also much

influenced by the students' fear of being criticized by the teacher. Thus, fear of negative evaluation was the main effect that affected their speaking performance.

Discussion

Foreign language anxiety plays important role in learning foreign language because it can hinder the students in acquiring their target language. Foreign language anxiety as the real of self perception, feelings, and habits related to classroom language learning arising from the uniqueness of the language learning process. Moreover, foreign language anxiety is a situation specific form of anxiety that does not appear to bear a strong relation to other forms of anxiety; it is related to the language learning context. It means that there is a relationship between foreign language anxiety and language learning. Anxiety can give negative and positive impact to the students who desire to master foreign language especially English. It can be negative if the students cannot manage or control their anxiety. It will be difficult for them to learn English and their score will be bad. Otherwise, anxiety can give positive impact to the students. For example, when the students are feeling anxiety about not passing her or his examination, they will be serious in learning English. In short, anxiety is closely related to the student's achievement on acquiring English. Furthermore, the students will be more difficult to acquire English if the students have high anxiety because the students are too afraid of making mistake while the students learn English. From the questionnaire result, researcher found that there were 39 students that show high anxiety; moreover there were 6 students showed low anxiety. In other words the amount of high anxiety was bigger than low anxiety.

Furthermore, the result showed that there were some factors that made students anxious while speaking English such as speaking in front of the class, being called on by teacher, negative evaluation by teacher, worried about grammatical mistakes, mispronunciation, and ridiculed by others. The components of foreign language

anxiety have been identified into three primary aspects such as communication apprehension, test of anxiety, and fear of negative evaluation.

The primary sources of language anxiety, first, communication apprehension (the fear of communicating with other people). The contributing of aspect that researcher found such as English components like lack of grammar, less of vocabulary, lack of pronunciation and uncomprehending the material were effected students performance. The effects that appear from communication apprehension closely to the student's attitude, the students felt shy, embarrassed, feel inferior, feel blank, confuse, less concentration, and did not know what they will convey. The students were fear and discomfort to communicate with other people even to communicate with their peers. It supported by the previous study, Riffat-un-Nisa Awan, et al (2010) state that speaking in front of others is rated as the biggest cause of anxiety followed by worries about grammatical mistakes, pronunciation and being unable to talk spontaneously. Moreover, the students will not feel confidence when they have to say something to the others because they are too afraid to talk with English.

Second test anxiety (fear of exams, quizzes, and other assignments used to evaluate student's performance), the students would fear of perform in front of the class without preparation. The students argued that they need a preparation if they would perform in front of the class. The purpose of the preparation is to cover their anxious feeling. The effect of test anxiety closely to the physical effect that were dazed, trembling, sweating, heart pounding, wrought up, and sweaty palm. Those symptoms would lose student's concentration on the test material, and then they are getting difficult to finish their test because accidentally they forget the material of the test that has been remembered before. It means that test anxiety is related to someone's fear of test taking situation. The result was found by Mohd Fadhli Shah Khaidzir (2015) that students experienced some level of foreign language anxiety symptoms every time they learn a new foreign language.

Third, fear of negative evaluation (worry about how others view the speaker). Evaluation means how to measure someone's performance whether it's good or not. But someone would get different effect, some of them feel okay because it motivate them; meanwhile some people also feel inferior because it would express their weaknesses. Many students reported that they would be more willing to speak if they were not too afraid of making a mistake and being evaluated negatively in front of their teacher and their peer. In the result finding, the negative evaluation from the teacher or other students gave two sides. Like researcher mentions above they got different impact. The impacts of negative evaluation were such as psychological aspect and physical aspect. The psychological aspects were the students feel shy, anxious, confuse, and fear. Then the psychological effects were dazed, heart pounding, stammer, and trembling.

The interviewees voiced fear of negative evaluation by teachers and peers as another in class concern as an important source of anxiety. They feared humiliation of being corrected in class especially if accompanied by disparaging remarks by the teacher. They were also overly concerned with other people's opinions and had apprehension about other people's evaluation. Suitable with the FLCAS's instrument, "I am afraid that my English teacher is ready to correct every mistake I make." This fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. It means that if the students are not sure of what they are saying, they will feel fear of negative evaluation from others and also feel anxious because they do not want to look stupid in front of others. For example, when the students perform their performance in front of the class, suddenly the student fall silent and get high anxiety. It happens because the other students who do not perform criticized their performance. Thus, it makes

them stumble over the words. It happens because the other students who do not perform criticized their performance.

Most of the participants responded that they were very concerned about having to speak in front of the class. They frequently answered that they started to worry when their teacher asked them to practice their speaking in front of the class whether any preparation or not in front of the class. While the other said that they started to worry when have to speak English.

IV. CONCLUSION

Three components of foreign language anxiety give big impact for student's teaching learning process especially in speaking. In this case, communication apprehension, test anxiety and fear of negative evaluation were the main factors of student's speaking anxiety. Thus, it can be summed up that three components of foreign language anxiety gave big impact for students teaching learning process especially in speaking performances. It can be proved by the result of the interview; the students got the anxiety feeling when speaking English. The reasons were they lack of vocabulary, pronunciation, grammar, haven't fluent in English, less knowledge of English, feel inferior, less of experience in English, not mastering the materials, shy, dazed, did not apply English in daily life. Those factors really have big impact for students speaking performance, the students faced tremble in body, anxious, sweating, silent, afraid, heart pounding, shy, confused, nervous, and smiling to cover the anxiety's feeling. In short, anxiety made students speaking performance did not maximum.

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